

## Answering the Question:

Three graduate students engaged in classroom inquiry based on the questions they had formed and the hypotheses they were testing, all related to differentiated instruction, will show how the online use of dialogue around the action steps they were taking helped them carry out their inquiry. The graduate students will demonstrate how the answers to their questions were used to inform work in their current settings and how what they learned would inform their work in their classrooms of the future.

Joe Feintuck  
Elementary  
Lowell Cohort  
Teacher, Grade 3  
McCarthy School, Framingham

Michelle Janoschek  
Elementary  
Lowell Cohort  
Teacher, Grade 3  
Applewild School, Fitchburg

Bernice Petrovick  
Elementary  
Shrewsbury Cohort  
Teacher, Ages 14-18  
Hampshire Collaborative, Weston

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Michael Pabian, Faculty  
Seminar Leader  
Lesley University

*A Community of Scholars:  
A Celebration of Research and Inquiry at  
Lesley University  
March 31, 2009*

# Finding and Answering Our Own Questions: Reflections on the Inquiry Process

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Division Director, Language and Literacy  
Program Director, Specialist Teacher of Reading  
Seminar Leader and Faculty

## Finding the Question:

To find an important question, teachers begin by paying attention to classroom activities and experiences that they wonder about and question. They gather some informal data by observing the actions of the students. This information helps them develop a hypothesis they then frame into a problem solving question.

Jean Corbo-Hudak  
Early Childhood / Creative Arts  
On-campus Program  
Intern, Grade 2  
Maria Baldwin Elementary School, Cambridge

Chandra Hollander  
Elementary  
On-campus Program  
Intern, Grade 4  
Maria Baldwin Elementary School, Cambridge

Paul M. Kelly  
Middle School / General Science  
On-Campus Program  
Intern, Grade 7-8  
Maria Baldwin Elementary School, Cambridge

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Ben Geiger  
Teacher, Grade 2  
Maria Baldwin Elementary School, Cambridge

Barbara Govendo, Associate Professor  
Lesley Liaison  
Maria Baldwin Elementary School, Cambridge

Roberta Jackson, Assistant Professor  
Cambridge Professional Development Schools Supervisor

## Collecting the Data:

The data collection conversation begins with curiosity about students: wondering why they behave as they do, wondering how to best teach something new, wondering what will work. The focus is on the rich range of data that is available in the classroom, ways to collect and record data and the value of examining this data with mentors to see what it means in the classroom context.

Gretchen Adams  
Moderate Disabilities PK-8  
On-campus Program  
Intern, Grade 7-8  
Pierce School, Brookline

Kate Coleman  
Moderate Disabilities PK-8  
On-campus Program  
Intern, Grade 4-7  
Pierce School, Brookline

Athena Fazio  
Moderate Disabilities PK-8  
On-campus Program  
Intern, Grade K-3  
Lawrence School, Brookline

Emily Howard  
Moderate Disabilities PK-8  
On-campus Program  
Intern, Grade K-4  
Heath School, Brookline

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Barbara Govendo, Associate Professor  
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Helen Greeley  
Learning Center Teacher and Mentor  
Pierce School, Brookline